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ABSTRACT

The document contains an overview with 87 statements on educational services in Japan for handicapped children. Section I traces the development of special education from 1868 to 1978. A second section looks at the present provisions for handicapped children in terms of the institutional framework, orientation on entry into primary schools, and enrollment trends. Training of special education teachers and welfare and paramedical staff is the focus of section III. Subsequent sections address financial assistance for the schooling of handicapped adolescents, vocational training and facilitating the transition from school to work, and current policy trends regarding special education and educational reform. Appendixes include tables with statistical data; an outline of legislation related to education, welfare, and employment of handicapped children; a report on the organization and structure of education in Japan; a glossary of Japanese terms; and a bibliography. (SB)

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THE EDUCATION OF THE HANDICAPPED ADOLESCENT

Educational Provision for Handicapped Children and Young People in Japan

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Paris, 4th June 1980
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THE EDUCATION OF THE HANDICAPPED ADOLESCENT

Educational Provision for Handicapped Children and Young People in Japan

(Note by the Secretariat)

1. The attached document, which has been prepared by the Secretariat, provides an overall account of the education of handicapped children and young people in Japan as a contribution to the CERI Project on the "Education of the Handicapped Adolescent". The information in this document has been revised in the light of the discussions at the International Seminar on Vocational Education and Training of the Handicapped Adolescent, jointly sponsored by the CERI and the National Institute of Special Education, Yokosuka, Japan on 22nd to 28th January, 1980.

2. The views expressed in the attached document do not necessarily reflect the position of the national authorities concerned.

SUMMARY

The present education system for handicapped children and young people in Japan, the origin of which could be dated back to 1878 when the first special education institution, Môa-In (school for the blind and the mute), was established in Kyôto, comprises some 620 special schools and 21,500 special classes attached to ordinary schools which currently enrolls a total of about 197,000 students. These schools and classes are often set up within or next to medical and welfare institutions, or even special teachers sent to private homes so that the various individual needs of those who require constant medical care and of those who are the most severely handicapped can be better catered for.

The Government's special education policies in the 1970s were dominated by an overwhelming concern to provide appropriate educational provisions for all the mentally retarded, the physically handicapped and the health impaired, including those of the most serious degrees. As this policy target, indeed a legal requirement, was successfully fulfilled by its set date of March 1979, a number of new tasks are coming to the fore. Prominent among them are: (i) the development of flexible and diversified educational provisions; (ii) the expansion of both pre-school and post-compulsory education systems; (iii) the facilitation of the transition from school to work; (iv) the elaboration of streaming procedures and its organisation; (v) the improvement of the training of teaching, welfare and para-medical staff; and (vi) the promotion of a better understanding by the public of the handicapped. Tremendous efforts remain to be made in the decades to come to realise these goals.

Educational Provision for Handicapped Children and Young People in Japan

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I. An Overview of Development of Special Education since the Meiji Restoration

(a) Before 1945

1. Even before the Meiji Restoration (1868), which paved the way for the rapid transformation of feudal Japan into a modern industrial nation, a considerable number of handicapped children were already in terakoya - the traditional elementary schools for the children of the common people(1) - along with ordinary children. The education of the handicapped in terakoya, however, was neither systematic nor based upon any special educational theory or philosophy. Thus, it was not until 1878 when Japan's first educational institution for the blind and the mute called Môa-In was established in Kyôto with 58 pupils that the beginning of a modern education system for the handicapped was inaugurated in Japan.

2. Following the establishment of Môa-In, an increasing number of educational institutions for both the blind and the deaf and mute were set up during the late-Meiji, Taishô and early Shôwa periods (1900-1945), while separate provisions for the blind and for the deaf came to be often made after the promulgation of the Ordinance on Schools for the Blind and for the Deaf and Mute in 1923. Reflecting these developments, a series of laws were passed in an attempt to integrate the handicapped fully into the formal education system(2) under the growing pressure of pioneering educators. Thus, it is by no means surprising that the number of schools for the blind had already reached 75 in 1926, accommodating some 3,400 pupils (compared with 73 schools and 8,589 pupils in 1978). During the same period the enrolment ratio for the deaf in special schools attained as high as 40.8 per cent by 1936 according to the Ministry of Education's survey carried out in that year(3).

3. The education of the otherwise handicapped, i.e. the physically handicapped, the mentally retarded or the health impaired, however, was long neglected by public authorities and it was consequently left to whatever their families or a small number of volunteer educators could do to help them. It was only in 1941 that legal provisions(4) for the first time were

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(1) Terakoya were widely spread across the country throughout the Edo period (1615-1868) and when Japan's modern education system was created, by the promulgation of Gakusei (School Education System Ordinance) in 1872, as many as 15,000 terakoya were in existence.

(2) Revisions of Shôgakkô-Rei (the Ordinance on Primary Schools) (1890 and 1900), the Ordinance on Schools for the Blind and for the Deaf and Mute (1923), etc.

(3) Among 9,028 deaf children of school age, 3,681 were enrolled in special schools. Yasuo Tsujimura (ed.), Nihon No Shinshin-Shôgai-Ji Kyôiku (The Education of the Handicapped Adolescents in Japan), 1977, p. 43.

(4) Kokumin-Gakkô-Rei (The Ordinance on National Schools) and related Ministry's order.

made for schools or classes for "the health impaired, the mentally retarded and other abnormal children requiring special care and protection", i.e. yôgo-gakkô or yôgo-gakkyû (which literally means schools or classes for protective care). By this time, the rapidly deteriorating war situation in the Pacific and China, which led Japan to destruction unprecedented in its history, made the implementation of these laws on any meaningful scale unthinkable. For the most part, then, yôgu-gakkô existed mostly on the statute book rather than in reality for still a long time to come.

4. Throughout the pre-war years, school attendance was never made compulsory for the handicapped despite growing concerns for their welfare and noticeable improvements in educational provisions especially for the blind and the deaf as referred to above. This is not surprising, perhaps, in view of the fact that successive governments after 1868 were preoccupied and seemed even obsessed with building up a powerful nation/state at all costs under the so-called Fukoku-Kyôhei-Saku ("Wealthy Nation, Strong Army" policies).

(b) Post-War Period (1945-1978)

5. As is well-known, the capitulation of Japan in 1945 and its following occupation by the Allies (the United States, in particular) led to a number of drastic and radical reforms across the whole structure of State and economy. Education was no exception: a complete reorganisation of the whole educational system including special education took place, in which democratisation, decentralisation and equal educational opportunities for all played a central role as major guiding principles.

6. Under these reforms as mentioned above, the special education systam underwent basic changes. First of all, the School Education Law (enacted in March 1947) made 9 years of general education compulsory for all including handicapped children. Secondly, as part of its implementation, the law required local boards of education, which were reorganised and strengthened in their power and autonomy, to establish a sufficient number of special schools or special classes for the handicapped.

7. However, the enormous financial deficits facing local government at this time and the shortage in the teaching force made its immediate implementation extremely difficult. Moreover, there were not a substantial number of yôgo-gakkô at the time and only little was known about teaching methods and contents for the mentally retarded. Consequently only the articles relating to the education of the blind and the deaf became effective in 1948(1), while the implementation of those concerning educational provision for the otherwise handicapped was

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(1) In fact, it took 9 years even for these to apply to all school age children since they were applicable to only the newly enrolled.

postponed "for the time being" (i.e. indefinitely) anticipating continuing efforts on the part of local boards of education and favourable changes in economic conditions in the following years.

8. As shown in Basic Table 1 (Appendix I), the number of those enrolled in schools for the blind and for the deaf had already reached "the plateau" in 1955 and after 1960 it began to decrease, which seems consistent with the general enrolment trend in primary and lower secondary schools. This suggests that the enrolment ratio for the blind and the deaf had already attained quite a high percentage by the end of the 1950s although one can not rule out the possibility that the decrease was due to the preference given to ordinary schools and special classes within them which the advance in technology (e.g. the appearance of better hearing aids) had presumably promoted.

9. According to the same table, yôgo-gakkô (schools for protective care) were virtually still non-existent even in 1955 (3 schools accommodating 358 pupils). It was only after 1956 when a special law(1) empowering the central government to finance buildings, teaching staff, etc. of public yôgo-gakkô (i.e. established and administered by local boards of education) was passed that the number of both schools and pupils rapidly increased.

10. The process was further accelerated by the government's decision in 1973 to put into effect from April 1979 the articles of the school Education Law relating to the compulsory school attendance of the mentally retarded, the physically handicapped, the health impaired and other categories of the handicapped, and by the dramatic increase in the government's subsidies for yôgo-gakkô which followed. For example, during the 1977-1978 period, 50 yôgo-gakkôs (including branch schools) had been newly created and another 50 were planned for the 1978-1979 period.

II. Present Educational Provision for Handicapped Children and Young People

(a) Institutional Framework

11. Educational provisions for the handicapped are, at present, made either in special schools (tokushu-gakkô) or in special classes (tokushu-gakkyû) attached to ordinary schools. According to the type of handicap of pupils, special schools are categorised into three: the school for the blind (mô-gakkô), the school for the deaf (rô-gakkô) and the school for protective care (yôgo-gakkô). The latter is further divided into three sub-categories, i.e. schools for the mentally retarded, the physically handicapped, and the health impaired. When it is difficult to organise a school for a given category of handicap and where nevertheless it is deemed necessary for a school to

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(1) The Special Provision Law for the Public Schools for Protective Care (1956).

accommodate different types of the handicapped for managerial reasons, small-scale "branch schools" (bunkô) can be set up to cater for them scattered over wider areas. Special classes, on the other hand, accommodate normally less severely handicapped pupils and are of several types:

(i) classes for the mentally retarded;

(ii) classes for the physically handicapped;

(iii) classes for the health impaired;

(iv) classes for the weak-sighted;

(v) classes for pupils with auditory disorder;

(vi) classes for pupils with speech disorder; and

(vii) classes for pupils with emotional disturbance.

12. By May 1978, there were a total of 685 special schools (including 65 branch schools) with 71,774 pupils and 21,507 special classes with 125,075 pupils (cf. Basic Table 1-4 of Appendix I). About 70 per cent of pupils in special schools are enrolled in yôgo-gakkô; more than 80 per cent of pupils in special classes are mentally retarded.

13. In general, special schools have both primary and lower secondary departments (shôgaku-bu and chûgaku-bu), and most of them kindergarten and upper secondary departments as well (yôchi-bu and kôtô-bu), whereas special classes are usually only organised at primary and secondary education levels and are non-existent in upper secondary schools. The duration of each department is the same as those of ordinary schools: 1 to 3 years for the kindergarten department, 6 years for the primary department, 3 years for both lower and upper secondary departments.

14. Special classes are set up not only in ordinary schools but also in hospitals or welfare institutions(1) so that those who require constant medical treatments and observations, rehabilitation training or daily care can receive regular instructions without the problems of travelling and, more importantly, under potentially better co-ordination and co-operation between education, medical and welfare staff. The same arrangements have been made for branch schools or classes of yôgo-gakkô, or alternatively yôgo-gakkô themselves are often built next to

(1) Welfare institutions for children are to give protection and care to children in social and/or physical difficulties with or without residential arrangements - currently 9 types of welfare institutions for children are in existence. Certain types of them function as hospitals or can be established within hospitals. For example, the welfare institutions for the physically handicapped and for the severe mentally and physically handicapped are hospitals providing comprehensive medical, rehabilitation and daily care services to the handicapped children concerned.

or in the vicinity of hospitals or welfare institutions. Those who benefit most from these arrangements are the mentally retarded, the health impaired, the physically handicapped and in more recent years the multiple and/or severely handicapped children.

15. In most cases, pupils with speech disorders or emotional disturbance spend most of their time in ordinary classes and receive special instructions and remedial care in special classes for certain hours of the day.

16. In recent years, an increasing number of teachers are sent from yôgo-gakkô or special classes to hospitals, welfare institutions and above all handicapped children's own homes to give regular private instruction. In 1978, about 7,000 children of compulsory school age were receiving regular instruction from "visiting tutors".

17. As for the class size, the national standards which special education institutions are to meet are fixed at levels far lower than those for ordinary schools. For example, the standard class size for special classes and special schools at compulsory level is 12 and 8 respectively while that for ordinary classes is 45; if the class is the "multiple handicapped" class, the upper limit is lower still and is set at 5. For upper secondary and kindergarten departments of special schools the requirements are 10 and 8 respectively although formal legal provision is not yet made for the latter(1).

18. Table 1 shows the average class size and pupil/teacher ratio for special schools and special classes. Despite the apparent "over-achievement" on average of national legal standards, it nonetheless remains difficult for many local boards of education to keep up with these standards for classes of certain categories of the handicapped in certain areas because of the regional imbalance in teacher supply, sheer lack of qualified teachers or shortage of financial resources.

19. To conclude this section it is worth mentioning that the overwhelming majority of special schools are established and maintained by local boards of education, as are ordinary schools, although they depend on the central government for most of their current and capital expenditures. In 1978, for instance, as many as 94.3 per cent of pupils were enrolled in locally established special schools. The same pattern emerges for special classes attached to the ordinary schools: in 1978, national

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(1) These standards are for public special classes and schools. Those set up and maintained by the national authority (i.e. the Ministry of Education, Science and Culture) and private bodies, a set of somewhat lower standards are applied. (To facilitate the reading, the Ministry of Education, Science and Culture will be referred to simply the Ministry of Education hereafter.)

schools (all for the mentally retarded) had 72 classes with 473 pupils, and private schools (for the mentally retarded and the emotionally disturbed), 15 classes comprising 147 pupils which together represented only 0.5 per cent of the handicapped pupils in all special classes.

20. The predominant position of locally established schools in the educational provision for the handicapped is closely related to the fact that provision of education for handicapped children of compulsory school age through the establishment of special schools is decreed the responsibility of the prefectural board of education by the School Education Law, whereas the national schools, most of which are attached to colleges of education or education faculties of universities, are established primarily for education of an experimental and innovative nature and the training of the students at these colleges and universities.

(b) Orientation on Entry into Primary Schools

21. Municipal (i.e. city, town and village) boards of education are primarily responsible for ensuring that adequate educational provision is made for all the children of compulsory school age (6 to 15 years old) including those with mild handicaps while prefectural boards of education are required to establish a sufficient number of special schools for those with more severe handicaps(1). This division of responsibility for the education of handicapped children is based on the following pre-suppositions:

(i) Usually the severely handicapped are quite diverse in the degree and type of handicap, and appear in small numbers over wide areas;

(ii) Therefore, prefectural boards of education (which cover larger areas and population) rather than municipal boards, can more adequately cope with the task of making diversified and integrated educational provisions for them; and

(iii) The enormous costs involved in the education of the severely handicapped can be better met by prefectural boards.

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(1) Yôgo-gakkô remained an exception until the end of March 1979. The long delayed implementation of compulsory school attendance for the mentally retarded, the physically handicapped, the health impaired, etc. and the corresponding duty of prefectural boards of education to establish yôgo-gakkô should, therefore, have been completed by 1st April, 1979.

Table 1

Average Class Size and Pupil/Teacher Ratio
in Public Special Schools and Classes (1978)

Category of institutions	Level	National standards for class size	Average class size	Average pupil/teacher* ratio
Special schools	Kindergarten dept.	(8)	4.6	2.7
	Compulsory level	8	5.2	
	Upper secondary dept.	10	7.4	
Special classes	Compulsory level	13	5.8	5.1

Note: (*) Full-time staff only.

Source: Ministry of Education, Monbu Tōkei Yōran (Statistics on Education, Science and Culture) 1979 ed.

22. The orientation or "streaming" of children into ordinary schools, special classes, or special schools, initially and most frequently takes place at the time of children's entry into primary school: all children attaining the age of 6 are required to undergo medical examination of both a physical and intellectual kind carried out by the municipal boards of education about 10 weeks before the beginning of the school year, i.e. the middle of January(1). The municipal boards then decide, increasingly on the basis of the recommendations by an advisory body of doctors, psychologists and educators(2), which type of educational provisions should be made for the children. Those who are judged to have mild handicaps may be placed in special classes within ordinary schools, or may be taught in ordinary classes with special attention and care, while the severely handicapped children, on the other hand, will be placed in several categories of special schools. For children with a handicap of the most serious kind, their parents may be "exempted" on request either permanently or temporarily from their obligation to ensure school attendance of their children. Those exempted in this way from compulsory schooling amounted to about 8,800 in 1978 as shown in Table 2.

Table 2

Numbers and Causes of Exemption from Compulsory Schooling (1978)

Category of cause	Permanent exemption	Temporary exemption	Total
Sight impairment	-	65	65
Hearing impairment	-	73	73
Mental retardation	1,749	3,131	4,880
Physical handicap	1,379	1,429	2,908
Health impairment	180	671	851
Total	3,308	5,369	8,777

Source: Ministry of Education, Tokushu Kyôiku Shiryô (Data on Special Education), 1973 ed.

23. The criteria for the streaming of the children are laid down by the Ordinance of School Education Law and the Circular of 18th October, 1962 issued by the Director General of the Primary and Secondary Education Bureau. Table 3 is a summary of the two.

(1) In Japan, the school year starts on 1st April.

(2) This consultative body was established within all prefectural boards of education and in about 84 per cent of municipal boards of education by 1978.

Table 3

Criteria for the Streaming of the Handicapped Children

Sight Impairment

Degree of Handicap		Proposed educational provisions
(1) Corrected eyesight (both eyes) ... below 0.1		Schools for the blind
(2) " ... 0.1 - 0.3	Those who need or are likely to need instructions by braille	Schools for the blind
(3) Severe functional impediments (e.g. stricture, a chromatopsia)	Others	Special classes or ordinary classes with special attention

Hearing Impairment

(1) Loss of hearing ... more than 90 db		Schools for the deaf
(2) " ... 90 - 50 db	Those who are unable or hardly able to hear usual conversation even with a hearing aid	Schools for the deaf
	Those without extreme hearing difficulties if equipped with a hearing aid	Special classes or ordinary classes with special attention
(3) ... below 50 db	Those who have difficulties even with a hearing aid	Special classes or ordinary classes with special attention

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Mental Retardation

(1) Those who:
- little understand language;
- have difficulties in communicating with others and adapting themselves to the surroundings;
- need constant care for clothing and eating; and
- would have extreme difficulties in self-support when coming of age (IQ: below 20/23)

(2) Those who:
- have little capacity to adapt themselves to changes in surroundings;
- can barely take care of themselves in daily life; and
- would attain 6 or 7 years of mental age when coming of age (IQ: 20/25-50)

→ According to the severity of handicap ...

Temporary or permanent exemption from compulsory schooling

or

Yðgo-gakkð or if not any, special classes

(3) Those who:
- can marginally take care of themselves in daily life;
- have difficulties in abstract thinking and reasoning; and

Those with extremely low social adaptability

Others → Special classes

(4) "Borderline" children (IQ: 75-85) → Ordinary classes with special attention

Physical Handicap

(1) Those who are incapable of or have difficulties in physical movements necessary for daily life (e.g. supporting body, writing, walking)

(2) Those who require medical observations for more than 6 months, but do not have so serious difficulties as (1.)

→ yôgo-gakkô or if not any, special classes

(3) Others

→ Ordinary classes with special attention or special classes

Health Impairment

(1) The invalid (those with chronic heart or kidney disease, etc.)

- Those who need medical treatment or controlled life for more than 6 months → Yôgo-gakkô or if not any, special classes
- Those who need medical treatment of less than 6 months → Temporary absence from school
- → Ordinary classes with special attention
- → Special classes within hospital
- Those who need controlled life for less than 6 months → Special classes or

(2) The weak constituted
- Those who need controlled life for less than 6 months → ordinary classes with special attention
- Those who need controlled life for more than 6 months → Ysgo-gakkô if not any special classes

Speech Disorder

(1) Those with speech disorder resulting from hearing impairment

(2) Those with speech disorder and physical handicap or mental retardation resulting from cerebral palsy

→ According to type and degree,

Schools for the deaf
or
yôgo-gakkô
or
special classes

for: the hearing impaired;
the physically handicapped; or
the mentally retarded

(3) Others → According to type and degree,

Special classes for those with speech disorder
or
ordinary classes with special attention

Multiple Handicap

Those with multiple handicaps → According to type and degree,

most appropriate educational provisions (special schools, special classes, etc.)

(c) Enrolment Trends

24. The Ministry of Education conducted a special survey on handicapped children in compulsory schools in 1967, and accordingly made estimations of incidence rates for each category of handicap. Enrolment ratios for special schools at compulsory level in 1976 (shown in Table 4) are calculated on the basis of these estimations.

25. Extremely low enrolment ratios for those with emotional disturbance (7.6 per cent) and speech disorder (12.1 per cent) could be accounted for by the fact that special educational provisions for them have only recently been developed, and therefore most of them remain in ordinary classes. For example, the first special class for those with emotional disturbance was created in 1962, and it was only after the beginning of the 1970s that special classes for the emotionally disturbed rapidly appeared.

26. The low enrolment ratio for the health impaired (13.4 per cent) could be attributed to the lack of hospitals where they can receive both medical care and education. The rest stay in ordinary classes or alternatively some of them (851 in 1978) were exempted from compulsory schooling.

27. The mentally retarded and the physically handicapped attained relatively high enrolment ratios (36.7 per cent and 55.6 per cent, respectively). A large number of the severely handicapped, amounting to some 7,800 altogether in 1978, were exempted from school attendance. The rest, mostly the less severely handicapped are taught in ordinary classes.

28. Lastly, in case of those with sight or hearing impairment, very few were exempted from compulsory school attendance: those not in special schools or special classes are enrolled in ordinary schools.

III. Training of Special Education Teachers and Welfare and Para-Medical Staff

(a) Training of Special Education Teachers

29. In principle, all the teachers in special schools must be "qualified"; in other words, they are required to have a special education certificate in addition to their ordinary teaching certificate(1). For example, a teacher in the primary department of a school for the deaf is supposed to have both a primary teacher's certificate and a special education certificate for the deaf.

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(1) Article 3, The Teacher Certification Law (1949).

Table 4

Estimated Incidence Rate for Handicapped Pupils and Their Enrolment Ratio in Compulsory Schools (1978)

Category of Handicap	Estimated incidence rate (%)	Estimated handicapped children of compulsory school age (A)	Handicapped pupils in special schools and classes (B)	Estimated enrolment B ÷ A (%)
Sight impairment	0.080	13,004	3,697	28.4
Hearing impairment	0.110	17,881	8,800	49.2
Mental retardation	2.070	336,485	123,569	36.7
Physical handicap	0.180	29,260	16,280	55.6
Health impairment	0.490	79,651	10,666	13.4
Speech disorder(*)	0.333	54,130	6,571	12.1
Emotional disturbance(*)	0.430	69,898	5,313	7.6
Total	3.690	600,309	174,896	29.1

Notes: (*) Special classes only. Others include those enrolled in both special schools and special classes.

Source: Tsujimura (ed.), Nihon No Shinshin-Shôgai-Ji Kyôiku, (Education of the Handicapped in Japan), 1977, p. 150
Ministry of Education, Monbu Tôkei Yôran, 1979 ed.

30. However, the sheer lack of qualified teachers for special education led inevitably to the national authority allowing some exceptions: as a provisional measure, those holding only ordinary certificates are authorised to teach in special schools "for the time being"; another exception is that teachers holding certificates in specific subjects, e.g. music, hairdressing, ryō (moxa cautery, acupunture, massage, finger pressure therapy) can teach these subjects in special schools even if they have only basic (ordinary) teaching certificates. For teachers of special classes in ordinary schools, on the other hand, only the ordinary certificates are required.

31. Special education certificates are primarily acquired as part of a 4-year course (for both the ordinary and the special education certificate) or else in 1 year (if the teacher is taking only the special education certificate, having already acquired the basic certificate) special education teachers training courses provided in colleges of education or university faculties of education, which are at present all national establishments. Alternatively, they can be obtained through special validating courses sponsored by prefectural boards of education in co-operation with the Ministry of Education.

32. During these courses, teacher-students have to obtain at least 10 credits for the second-class certificate or, for the more advanced first-class certificate, 20 credits(1). These are in the following subjects:

(i) Certificate for schools for the blind... "Education of the Blind", "Theory and Practice in Braille", "Psychology of the Blind", "Optic Physiology" and "Training in School";

(ii) Certificate for schools for the deaf... "Education of the Deaf", "Theory and Practice in Language Instruction", "Psychology of the Deaf", "Auditory Physiology" and "Training in School";

(iii) Certificate for schools for the otherwise handicapped ..."Education of Abnormal Children", "Psychology of Abnormal Children", "Health and Care of Abnormal Children" and "Training in School".

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(1) There is no substantial difference in the teaching certificate between the two except in their required credits. The second-class certificate was created as it was thought to be neither realistic nor feasible at the time of the introduction of the new teacher certification system in 1949 to demand such high standards. The policy behind this measure was "let's ensure the quantity first, then raise the quality of teaching through in-service training afterwards".

33. If however one has more than 3 years of teaching experience in an ordinary school (for a second class certificate) or in a special school (for a first class certificate), the number of required credits is reduced to 6.

34. Table 5 shows the annual intakes of students to special education teacher training courses in university faculties of education and colleges of education (showing also under which specialisation) though an interesting caveat is the considerable number of graduates who chose not to go on to become special teachers.

35. The proportion of teachers and assistants who are qualified has been rising rapidly recently and for schools for the blind, schools for the deaf and yôgo-gakkô the figures were respectively 56.2, 60.5 and 53.7 per cent in 1976.

36. In-service training programmes for special education teachers may be short term or long term and take place at various places (prefectural or municipal teachers centres, universities, special schools, etc.) under the auspices of central and local education authorities, higher education institutions, professional bodies, etc.

37. Special reference should be made to the National Institute for Special Education (NISE), which was created in October 1971 in Kurihama, Kanagawa Prefecture. Its major tasks are: (i) to carry out research programmes in various fields of special education; and (ii) to provide in-service training courses for special education teachers. NISE has at present about 60 research staff.

38. NISE offers both 1 year and 3 month in-service training courses for teachers with more than 3 years teaching experience in special schools or special classes. Fifty places for the long-term and 300 for the short-term courses are available every year. During long-term courses, student-teachers research into specific themes under the supervision of NISE's staff, take part in the educational guidance activities of the Institute, and carry out on-the-spot training in special schools. In 1976, for example, the Department for Hearing Impairment and Speech Disorders offered such courses as "Integration of Those with Hearing Impairment", "Mechanism of Speech Disorders" and "Method and Content of the Education of Small Children with Hearing Impairment". Short-term courses on the other hand, at present concentrate on courses related to the education of the multiple and/or severely handicapped. Courses consist of lectures, case studies and practical training (e.g. actual counselling, interviewing or testing of the handicapped and on-the-spot training in special schools).

39. In general, the emphasis of NISE's current activities is placed on research and in-service training related to the education of multiple and/or severely handicapped and relatively new types of handicap. Local boards of education place high expectations on the NISE for guidance and advice as well as for their training of student-teachers.

Table 5

Annual Intakes of Students for Special Education Teacher Training Courses (1979)

Category of teacher training courses	University faculties of education and colleges of education	Course duration	Annual intakes
Teachers for schools for the blind	2	4 years	30
Teachers for schools for the deaf	6		90
Teachers for yôgo-gakkô	47		960
Teachers for the physically handi-capped	3		60
Teachers for the health impaired	1		20
Teachers for those with speech disorders	4		80
Teachers for yôgo-gakkô	6	1 year (For those holding ordinary teaching certificate)	120
Teachers for the physically handi-capped	2		40
Teachers for those with speech disorders	5		100
Teachers for those with emotional disturbance	2		40
Teachers for the health impaired	1		20
Teachers for the multiple handi-capped	2		40
Teachers of "riryo"	1	2 years	20
Post-Graduate Course			
Teachers for the mentally retarded	11	1 year	330
Teachers for the physically handicapped	1		30
Teachers for those with speech disorders	3		90
Teachers for the health impaired	1		30
Teachers for the multiple handi-capped	1		30
Total	99		2,130

Note: A university or a college of education may have more than two courses.

(b) Training of Welfare and Para-Medical Staff

40. The successful operation of special schools and special classes depends largely on the degree and quality of professional support and co-operation of the different welfare and para-medical staff, which include nurses, physical therapists, occupational therapists, psycho-therapists, nutritionists, children's counsellors, etc. The role of this staff is crucial particularly when classes for the handicapped are set up within welfare institutions or hospitals.

41. The requirements and qualifications of these welfare and para-medical professions vary considerably from one to the other and even within one profession: as a result, the educational background and qualifications of the professional workers vary considerably (university degree, completion of secondary education, several years of practical experience, no qualification, etc.) and they are trained in various institutions including university or special training centres outside the formal school education system.

IV. Financial Assistance for the Schooling of Handicapped Adolescents

42. The schooling of handicapped children involves a considerable amount of expense of various kinds on the part of parents even though compulsory schooling in public schools is entirely free; the cases of transport, of accommodation in the case of residential schools, or school lunch, nursing care, or of textbooks for the upper secondary department of special schools which are usually more costly than those for ordinary schools because of their limited circulation.

43. In order to mitigate this unduly heavy financial burden on the families of the handicapped pupils, a number of special financial assistance measures have been made available for various items of schooling costs to parents according to their income. They are made by prefectural boards of education either in accordance with the Law Concerning Encouragement of School Attendance in Special Schools or else at the Ministry of Education's initiatives. The items covered by the law and local government assistance schemes in the different levels and types of courses of special schools and special classes are presented in Table 6.

V. Vocational Training of Handicapped Adolescents and Measures for Facilitating Transition from School to Work

44. Vocational training for blind or deaf pupils is carried out mostly at the upper secondary level. And most of those completing 9 years of compulsory schooling at the lower secondary department go on to the upper secondary department of schools for the blind or for the deaf or ordinary upper secondary schools, and it is at this level where they receive vocational training for the first time (cf. Table 7).

Table 6

Categories of Financial Assistance to the Handicapped Pupils (1979)

Items covered	Special Schools				Special Classes
	Kindergarten dept.	Primary and Lower secondary dept.	Upper secondary dept.		
			Regular course	Advanced course	
Textbooks		Free of charge	X	X	Free of charge
School lunch	X	X	X	X	X
Transport to and from school (pupil	X	X	X	X	X
Transport to and from school (nurse	X	X(1)			
going home on leave (pupil	X	X	X	X	
going home on leave (nurse	X	X			
for on the job training			X	X	
Dormitory					
purchase of bedding	X	X	X	X	
purchase of daily necessities	X	X	X	X	
food expenses	X	X	X	X	
School excursion					
pupil		X	X	X	X
nurse		X(2)			
Extra-curricular activities	X	X	X	X	X
Training for stay outside school		X			
Purchase of school supplies	X	X	X	X	X
Purchase of school supplies for new entrants		X			X
Purchase of shoes, umbrella, caps, etc.	X	X	X	X	X

Notes:

(1) For all categories of the handicapped pupils in grades 1-3: for grades 4-9, only for the physically handicapped and the multiple and/or severely handicapped.

(2) For the pupils in the schools for the physically handicapped and all the multiple and/or severely handicapped pupils.

Source: Ministry of Education, Tokushu kyôiku Shiryô.

45. Within upper secondary departments (3 years) and the advanced courses attached to them (senkō-ka)(1 year) of special schools, a number of vocational courses are available along with general education courses: riryō and medical rehabilitation courses are very popular among blind students, while mechanics, industrial design, printing, dressmaking and hairdressing are among the most popular courses among deaf students. Proportions of those enrolled in vocational courses were 71.3 per cent for the blind and 80.5 per cent for the deaf in 1976.

46. The proportions of those who entered employment after completing the 3-year course of upper secondary departments were 29.3 per cent for the blind students and 53.2 per cent for the deaf students in 1978: the rest went on to advanced courses or various institutions for vocational training (e.g. vocational training centres, miscellaneous schools and special training schools) to undertake further vocational training of various lengths and types. Those who entered universities or junior colleges remain still a mere fraction (a little more than 2 per cent). (Cf. Table 8).

47. As for the physically handicapped, the mentally retarded and the health impaired, those attending vocational courses of upper secondary departments of yōgo-gakkō such as engineering or dressmaking are relatively few and the large majority (86.0 per cent) are enrolled in the general course. The proportion of those entering employment after having completed 3-year courses was 43.0 per cent in 1978, while about one third continued their study or vocational training although proportions varied a great deal according to the type of yōgo-gakkō.

48. A survey conducted in 1973 by the National Association of Principals of Special Schools, for instance, shows the following results:

Category of yōgo-gakkō	Those going on to various forms of education and training	Employment	Medical and welfare establishments	Unemployed and Others(*)
Mentally retarded	3.1%	67.5%	17.6%	11.8%
Physically handicapped	23.6%	39.4%	21.6%	15.4%
Health impaired	45.5%	9.1%	9.1%	36.3%

Note: (*) Including those staying on in medical and welfare establishments.

Source: Sato, Chikao, Shinshin Shōgai No Kyōiku To Fukushi (Education and Welfare of the Mentally and Physically Handicapped), p. 299.

Table 7 Directions Taken by Lower Secondary Department Graduates (1978)

Type of school	Total	Those going on to:		Other forms of education and training	Employment	Others
		Upper secondary dept. of special schools	Ordinary upper secondary schools			
Schools for the blind	540 (100%)	487 (90.2)	20 (3.7)	10 (1.9)	1 (0.2)	22 (4.1)
Schools for the deaf	920 (100%)	875 (95.1)	14 (1.5)	6 (0.7)	8 (0.9)	17 (1.8)
Schools for protective care	4,222 (100%)	2,521 (59.7)	358 (8.5)	260 (6.2)	255 (6.0)	828 (19.6)
Ordinary lower secondary schools	1,607,095 (100%)	...	1,502,482 (93.5)	45,189 (2.8)	46,729 (2.9)	12,695 (0.8)

Note: Other forms of education and training include Special Training Schools (senshû-gakkô), Miscellaneous Schools (Kakushu-gakkô), Vocational Training Centers (shokugyô-kunren-kô), etc.

Source: Ministry of Education, Provisional Report of Basic School Survey 1978.

Table 8 Directions Taken by Upper Secondary Department Graduates (1978)

Type of school	Total	Those going on to:		Other forms of education and training	Employment	Others
		Universities or junior colleges	Advanced courses of upper secondary dept. of special schools			
Schools for the blind	805 (100%)	10 (1.2%)	430 (53.4%)	52 (6.5%)	236 (29.3%)	77 (9.6%)
Schools for the deaf	983 (100%)	14 (1.4%)	297 (30.2%)	106 (10.8%)	523 (53.2%)	43 (4.4%)
Schools for protective care	2,758 (100%)	7 (0.3%)	281 (10.2%)	629 (22.8%)	1,187 (43.0%)	881 (31.9%)
Ordinary upper secondary schools	1,391,468 (100%)	456,177(*) (32.8%)	...	247,536 (17.8%)	576,496 (41.4%)	111,259 (8.0%)

Note: (*) Includes those going on to advanced courses of ordinary upper secondary schools.

Source: Ministry of Education, op. cit.

Table 9. Upper Secondary Department Graduates Entering Employment (1978)

Type of School	Total	Professional and Technical	Clerical	Sales	Skilled and Unskilled workers	Services	Others
Schools for the blind	239 (100%)	152 (63.6%)	4 (1.7%)	1 (0.4%)	6 (2.5%)	75 (31.4%)	1 (0.4%)
Schools for the deaf	528 (100%)	35 (6.6%)	13 (2.5%)	2 (0.4%)	436 (82.6%)	29 (5.5%)	13 (2.5%)
Schools for protective care	1,194 (100%)	4 (0.3%)	30 (2.5%)	21 (1.8%)	890 (74.5%)	120 (10.1%)	129 (10.8%)
Ordinary upper secondary schools	596,482 (100%)	23,840 (4.0%)	205,141 (34.4%)	108,334 (18.2%)	160,636 (26.9%)	42,319 (7.1%)	56,212 (9.4%)

Source: Ministry of Education, op. cit.

49. Table 9 shows that nearly two-thirds of upper secondary graduates from schools for the blind entering employment obtained professional and technical jobs (mostly massage, acupuncture, etc.) whereas an overwhelming majority of those from schools for the deaf and schools for protective care found jobs as skilled or unskilled manual workers.

50. Career guidance teachers are appointed from among the teaching staff of the school though not all the special schools have done so. In May 1976, the proportion of yôgo-gakkô which had such teachers was 87.6 per cent.

51. In order to facilitate the transition of the handicapped from school to work, a number of policy measures are being implemented by the Ministry of Labour. Here, the Law for the Promotion of Employment of the Physically Handicapped (1960) as amended in 1976, plays a central role. The law, first of all, requires private industries above a certain size, selected government enterprises (the Japan National Railways, the Japan Post and Telecommunication Corporation and the Japan Monopoly Corporation) and central and local government offices to set aside certain proportions of jobs for the "physically handicapped" (i.e. the blind, the deaf, the physically handicapped and those with heart diseases, etc.). Table 10 shows fixed employment ratios and actual achievements by sector as of October 1975.

Table 10

Employment Ratios of the Handicapped (1975)

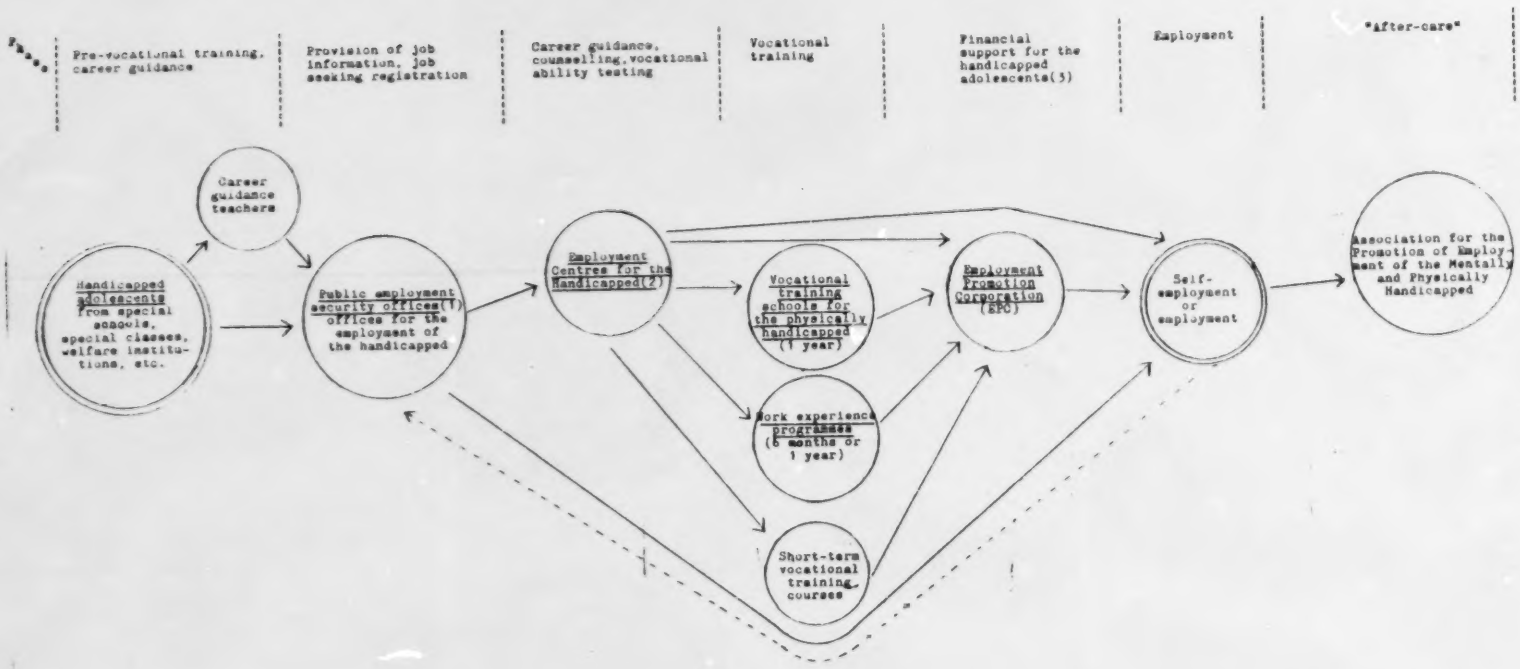
Category	Target Ratios	Total Workers (A)	Handicapped Workers (B)	B/A
Private industries	1.3%	10,122,439	138,065	1.36%
Government enterprises	1.6	74,809	981	1.31
Governments (clerical	1.7	1,996,740	34,384	1.72
Governments (non-clerical	1.6	827,980	14,104	1.70

Source: Ministry of Labour, Rôdô Seisaku Binran (Handbook for Labour Policies), 1978.

52. By the amendments introduced in 1976, the ratios were raised and made legally binding: new ratios are;

Private industries	1.5%
Government enterprises	1.8%
Governments clerical	1.9%
non-clerical	1.8%

Chart 1 Support Structure for the Handicapped Adolescents Seeking Employment


Phases
Pre-vocational training, career guidance
Provision of job information, job seeking registration
Career guidance, counselling, vocational ability testing
Vocational training
Financial support for the handicapped adolescents(3)
Employment
"After-care"
Handicapped adolescents from special schools, special classes, welfare institutions, etc.
Career guidance teachers
Public employment security offices(1) offices for the employment of the handicapped
Employment Centres for the Handicapped(2)
Vocational training schools for the physically handicapped (1 year)
Work experience programmes (6 months or 1 year)
Short-term vocational training courses
Employment Promotion Corporation (EPC)
Self-employment or employment
Association for the Promotion of Employment of the Mentally and Physically Handicapped

NOTES:

(1) Currently 472 offices are in existence. They are established and remain under the direct responsibility of the Minister of Labour.

(2) They are created by EPC.

(3) They include:
- low-interest loans for the purchase of special typewriters for the deaf or care or sewing machines for the physically handicapped;
- advancement for those entering employment; and
- guaranteeship for the handicapped and their loans.

53. The amendments in 1976 introduced the contribution system for private industries, whereby those not achieving the target ratio are required to contribute a certain amount of funds which are then re-allocated to those "over-achieving" the target or else are used as grants or subsidies for the installation of equipment and facilities especially geared to the handicapped, thus redressing imbalances of economic burdens among private industries.

54. Furthermore, the Revised Law authorised the creation of the Association for the Promotion of Employment of the Physically Handicapped, whose main tasks are to run vocational training centres for the physically handicapped, provide guidance and support for employers of the handicapped, and to manage the fund mentioned above.

55. In addition to those measures described above, a variety of support measures have been taken by the Ministry of Labour and through the Employment Promotion Corporation (EPC), which was created in 1961 as a special juridicial body. Furthermore, the Association for the Promotion of Employment of the Mentally and Physically Handicapped has a branch in each prefecture in order to look after "after-care" services for the handicapped in employment. Chart 1 illustrates the support structure for handicapped adolescents seeking employment.

56. As for the employment promotion measures, as they affect the employers, the following are taken.

(i) The Employment Promotion Corporation provides employers which meet certain requirements with low-interest loans for:

- the installation of facilities specially designed for the physically handicapped;
- building apartments for workers and facilities for health welfare, training and recreation; and
- building "model" factories for the mentally and physically handicapped.

(ii) Those who employ the mentally and physically handicapped through the employment security office are entitled to "the employment subsidy" of Yen 12,000 or 14,000 per person per month for periods of 12 or 18 months.

(iii) Those who undertake work-experience programmes for the handicapped are entitled to "the work-experience subsidy" of Yen 11,000 or 12,000 for up to 6 months.

(iv) As already mentioned in paragraph 53, the special funds collected from those employers who fail to achieve the target ratio are channelled through the Association for the Promotion of Employment of the Mentally and Physically Handicapped to those who surpass them in the form of special grants for:

- the installation of facilities especially designed for the handicapped;
- building apartments for workers;
- the allocation of a special superviser for the handicapped; and
- the installation of facilities especially designed for the severely handicapped.

VI. Current Policy Trends

(a) Policy Recommendations

57. With the rapid economic growth and the shift in overall policy orientations towards constructing the "new welfare state" throughout the 1960s, concerns for the advancement of the welfare of the handicapped grew both within and outside government. It is not a coincidence that the two reports on special education, which had tremendous impact on the formation of special education policies in the 1970s, were presented towards the end of the 1960s and the early 1970s.

58. First, in March 1969, a special enquiry commission on the education of handicapped children and young people (Chairman: Yasuo Tsujimura) submitted, after 2 years of research and discussion, its report entitled "The Basic Guidelines for Special Education Policies" to the Director General of the Primary and Secondary Education Bureau of the Ministry of Education. The Report of the Central Council for Education followed in 1971, entitled "Basic Guidelines for the Reform of Education", had a section on the education of handicapped children and young people(1).

59. Both stressed the importance of bringing about radical changes in basic policy thinking vis-à-vis the education of the handicapped, above all through a decisive shift from "quantitative expansion" to "qualitative development", and laid down several policy guidelines, which could be summarised as follows:

(i) more flexible and diversified educational provisions for all the handicapped, better geared to their abilities and needs;

(ii) more opportunities for the handicapped to mix with other children;

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(1) Chapter 2. II. 7 "Positive Expansion and Improvement of Special Education".

(iii) more educational provision at pre-school and post-compulsory levels;

(iv) expanding the force of specially train, competent teachers; and

(v) promoting a better understanding by the public towards the handicapped.

60. The Commission's report then set out concrete policy recommendations on the basis of its analysis of central problems of the 1970s. They are shown in detail in Table 11 because of their overwhelming importance not merely because the report was the first comprehensive one on special education policies in Japan but because most of them have been actively implemented with varied degrees of success and modifications. /See (b) Policy Trends in the 1970s/.

61. In parallel with the rapid progress regarding the extension of educational provisions in the 1970s, an increasing number of the multiply and/or severely handicapped children began to be admitted into special schools. For example in Tokyô, where the programme of "educational provisions for all who wish" has been implemented for several years since April 1974, the trend towards more and severer handicapped within special classes and yôgo-gakkô is apparent. According to the criteria developed by Tokyô Metropolitan District, the pupils in the category "most severely handicapped" in schools for the mentally retarded increased from 21.9 per cent in 1974 to 32.8 per cent in 1976, while those in special classes increased from 11.8 per cent to 17.6 per cent during the same period(1). The subsequent increase in the number of the multiply and/or severely handicapped pupils (the mentally retarded with physical handicaps in particular) and diversification of types of the handicapped (e.g. collagen disease and progressive muscular distrophy) created a number of serious difficulties for special schools and teachers since there was a lack of both experiences and basic knowledge about problems of these children. It was felt that there was an urgent need for developing suitable teaching methods, curricula, equipments and facilities specially designed for them.

62. It was in response to these concerns that the Ministry of Education set up and commissioned an enquiry committee chaired again by Yasuo Tsujimura to study the related problems and recommend specific policies. It submitted its report in March 1975 which emphasized the need to promote flexible educational provisions, co-operation between education, medical and welfare staffs and opportunities for in-service teachers to update their knowledge and skills. (Cf. Table 11).

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(1) Mishima, Jurist, vol. 10, 1978, p. 107.

Table 1

Summary of Policy Recommendations by Tsujimura Commissions (1969 and 1975), the Central Council of Education (1971), and the Curriculum Council (1978)

Problems	Policy Recommendations
1. Education for all	(1) To require prefectural boards of education to construct a sufficient number of yōgo-gakkō. (2) To set up branch schools or classes of yōgo-gakkō within or next to welfare or medical institutions or to send "visiting teachers" to the handicapped children (especially the multiple handicapped) staying in these institutions or at home. (3) To create more classes in special schools for the multiple handicapped.
2. Flexible and diversified provisions	(1) To develop various forms of education according to the abilities and needs of the handicapped using various degrees of exchange including tutorials by visiting teachers and mixed learning in ordinary classes. (2) To reorganise special classes so as to accommodate together children with more similar handicaps, while creating new types of yōgo-gakkō for asthmatics or those with cerebral palsy, for example.
3. Pre-school and post-compulsory provisions	(1) To finance the development of kindergarten departments of special schools and upper secondary departments of yōgo-gakkō. (2) To develop guidance services for parents within kindergarten departments of special schools. (3) To promote mixed learning within ordinary kindergartens, while using the active advice and support of visiting teachers from special schools. (4) To open up the doors of ordinary upper secondary schools to the mildly handicapped (except the mentally retarded).
4. Transition from school to work	(1) To develop vocational courses within upper secondary departments with the needs of local industries taken into consideration. (2) To promote co-ordination with agencies such as the employment security offices, and vocational training centres.
5. Streamings procedure and its organisation	(1) To develop an advisory committee for the streaming of the handicapped of doctors, educationalists and teachers at municipal level. (2) To develop a research section within prefectural centres of education so as to provide professional support to minicipal boards.
6. Teaching, welfare and paramedical personnel	(1) To develop special teacher-training courses in universities and colleges of education and various in-service training courses. (2) To secure specialists in rehabilitation, vocational training, psycho-analysis and psychotherapy according to the type of special schools.
7. Better understanding by the public	(1) To designate "Model districts" for promoting understanding of handicapped children. (2) To increase various forms of "exchange" including curriculum sharing between special and ordinary schools.

Compiled from three reports mentioned in paragraphs 58 - 64.

63. As for the curriculum revision in specific schools, the Curriculum Council (an advisory body to the Minister of Education, Chairman Shôhei Takamura) submitted its report on new curricula for primary, lower and upper secondary departments of special schools in October 1978. The Report supported the major principles and innovations introduced by the previous revision in the early 1970s; innovations such as a new subject area called "rehabilitation and training" or a new subject called "living" for the mentally handicapped in the primary department should be developed further according to the 1978 Report.

64. The Report, however, proposed that emphasis should be put on the following points in new curricula:

(i) More opportunities for curriculum sharing between special and ordinary schools in subjects such as music, fine art, or field observations in science;

(ii) Vocational training aimed at helping the handicapped to achieve self-independence; and

(iii) The development of tutorials by visiting teachers.

65. The Ministry of Education is expected to adopt most of the recommendations as it did in the past and to promulgate new courses of study for special schools by Spring 1979 to be implemented in the school year of 1980.

(b) Policy Trends in the 1970s

66. The Ministry of Education immediately responded to the reports by the Tsujimura Commission and the Central Education Council by laying down a 10 year programme for the development of special education starting in the fiscal year 1972. The main targets of the programme were:

(i) To set up, by March 1979, a sufficient number of special schools for the mentally retarded, the physically handicapped and the health impaired;

(ii) To expand educational provision in special classes for the mildly handicapped; and

(iii) To develop kindergarten departments within special schools.

67. Under the programme, the national budget for special education increased by leaps and bounds as shown in Chart 2. The total budgets of all local governments for special schools amounted to Yen 142.8 billion in 197- as compared with 42.3 billion in 1970(1).

(1) It is impossible to specify the total expenditure on special education for budgeting and accounting reasons.

68. In the following paragraphs, the major policy measures in the 1970s will be examined with particular reference to the policy recommendations described above.

Education for all

69. As mentioned several times above, a cabinet order in 1973 fixed the time limit for the full implementation of compulsory schooling for all, which meant the extension of educational provisions to those with severer degrees of handicap. Dramatic increases in the subsidy for special teachers' salaries and in the support grant for building costs of special schools took place. As a result, the number of yōgo-gakkō increased from 192 in 1970 to 449 in 1978, with still more being created throughout the fiscal year 1978. Paralleling this increase, the number of the handicapped children who are exempted from school attendance either temporarily or permanently has shown a remarkable decrease from 21,267 in 1970 to 3,367 in 1979.

70. As a result of these changes, the Ministry of Education seems confident that all prefectural boards of education (which are primarily responsible for the establishment of special schools) had successfully fulfilled their targets, and indeed legal obligations, by the end of March 1979 although the Ministry is well aware not only of financial but also of socio-political difficulties they are having. Sky-rocketing building costs particularly in metropolitan areas(1), possible strong local opposition to the building of special schools in the neighbourhood, the lack of qualified teachers for newly built schools, are examples of the kinds of difficulties facing the prefectural boards.

71. As shown in Basic Table 4 (Appendix I), about 4,000 special classes were newly set up over a 6-year period between 1972-1978 although the overall population in special classes remained stable throughout the period. An improvement in pupil-teacher ratios for special classes for the mentally retarded in particular, and an expansion of new types of special classes (for example, those for the emotionally disturbed) presumably account for the expansion.

Flexible and Diversified Provisions

72. As mentioned above, the need for introducing more flexibility and diversity into the education of the handicapped suited to their individual abilities and needs was stressed by

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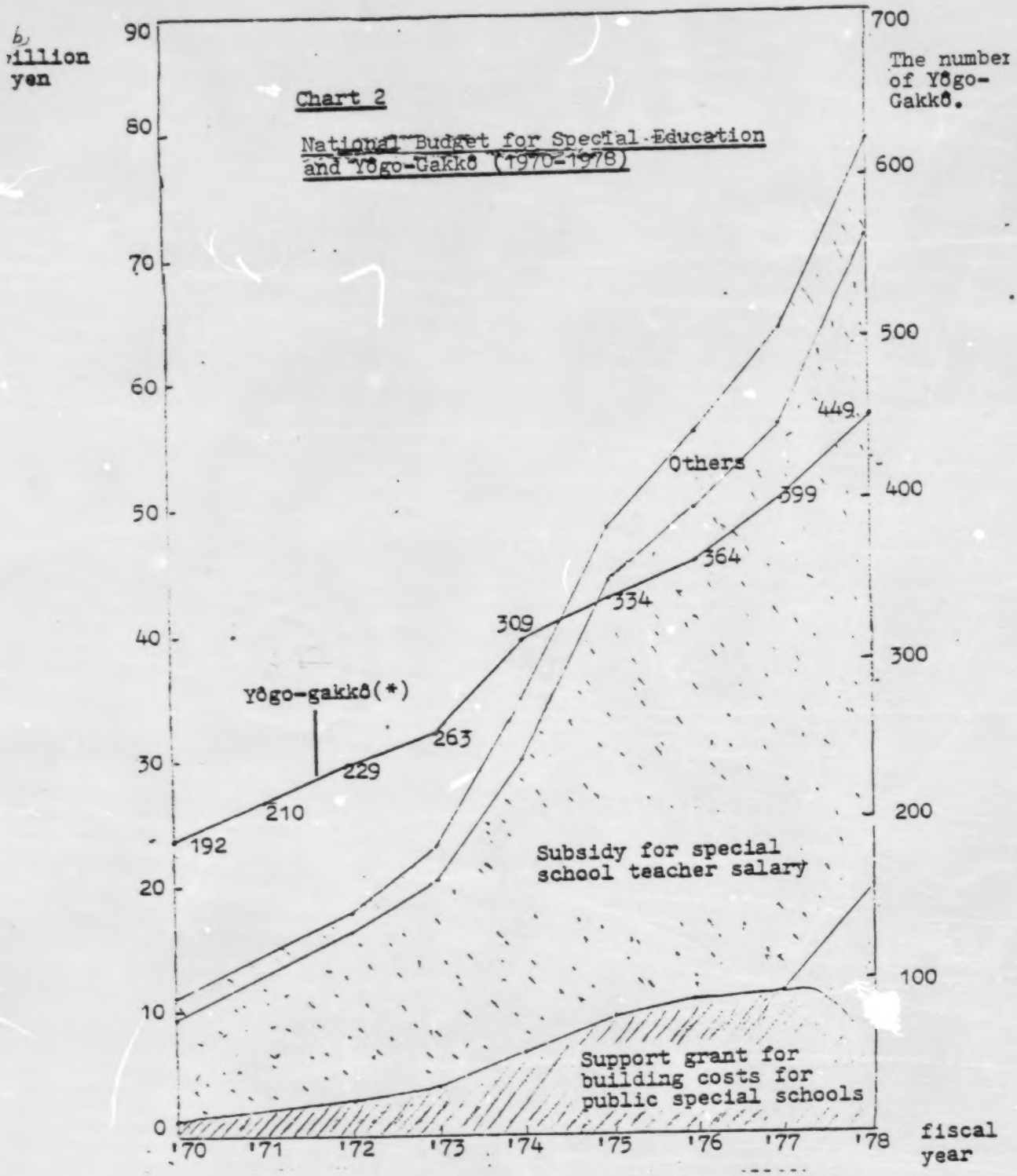
(1) Yaguchi Yōgo-Gakkō with 18 classes, constructed in 1974, cost as much as Yen 2.2 billion (1.85 billion for the purchase of 12,800 m^2 of land and 0.35 billion for 5,400 m^2 buildings), while Chōfu Yōgo-Gakkō with 11 classes, constructed in 1976, cost Yen 1.65 billion (0,88 billion for 6,600 m^2 site and 0.77 billion for 4,800 m^2 buildings). Both are located in Tokyō Metropolitan District. (Satō, op. cit. p. 141). Moreover, the public expenditure per special school pupil was about Yen 2.9 million in 1976 as against 0.3 million per ordinary primary school pupil. (Ministry of Education, Monbu Tōkei Yōran 1979 ed. p. 286-287



Source: Ministry of Education, Tokushu Kyōiku Shirvō

Note: (*) Excluding branch schools.

all the reports, and by the Tsujimura Commission Report (1969) in particular. In this regard, the latter report recommended among others the promotion of the opportunities where handicapped children can get mixed with other children in both living and learning, and then indicated three possible forms of "mixed" education:

(i) for handicapped children to spend most of the time in ordinary classes and receive special instruction by special teachers where appropriate;

(ii) for them to spend most of the time in special classes and to take part in the educational activities of ordinary classes where appropriate; and

(iii) for them to spend most of the time in special schools and to take part in the educational activities of ordinary schools where appropriate(1).

73. Overall national data on type (i) like most of the other OECD Member countries, do not exist except for sporadic reports on a few examples of successful integration. Thus, it is rather difficult to draw a comprehensive picture of the state of the art regarding this type of mixed education. As for type (ii), again no substantial data are available though there are certain indications that they are on the increase. However, it can be added in this context that nearly two-thirds of all the handicapped children within the school education system are in the situation favourable for "exchanges"(2) (i.e. special classes within ordinary schools). Regarding type (iii), not a small number of schools for the blind and for the deaf have been practicing various forms of "exchange" programmes with neighbouring ordinary schools such as common extra-curricular activities or joint lessons in certain subjects. These "exchange" programmes are expected to increase in both variety and number.

74. Another way of increasing flexibility in the educational provisions for handicapped children should be mentioned. Some prefectures and municipalities (e.g. Kanagawa Prefecture and Hiroshima City) began to introduce the "tutorial by visiting teacher" system about ten years ago, whereby multiple and/or severely handicapped children, who had been confined until then to their home or to hospitals, receive regular instruction by visiting tutors, mostly retired teachers. The Ministry of Education eventually came to support the idea and started financing it in 1974 through subsidies, which amounted to roughly Yen 1.36 billion in 1978. The number of children

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(1) Special Enquiry Commission on the Education of Handicapped Children and Young People, "The Basic Guidelines for Special Education Policies", Part I.

(2) Here, the term "exchange" (kōryū) generally refers to such joint curriculum activities as craft, music, or fine arts lessons, joint outings for field observations and joint athletics meetings.

benefiting from the system jumped from 2,297 in 1972(1) to about 7,000 in 1978 and it is expected to have reached about 10,000 in the 1979 school year.

Pre-School and Post-Compulsory Provisions

75. Despite the wide recognition of an overwhelming importance of pre-school educational provisions for the handicapped among educationalists and psychologists, no noticeable progress has been made in the past decade (cf. Table 12). About 2,500 infants were enrolled in 1978 in kindergarten departments attached to various types of special schools, among which more than 80 per cent were deaf.

76. The number of students enrolled in upper secondary departments of special schools are shown in Table 13. Those enrolled in the schools for protective care quadrupled between 1970 and 1978, which mainly accounts for the increase in the total.

Table 12

Infants Enrolled in Kindergarten Departments of Special Schools (1970, 1972 and 1978)

Type of School	1970	1972	1978
Schools for the blind	83	132	227
Schools for the deaf	1,740	2,013	2,034
Schools for protective care	38	146	251
Total	1,861	2,291	2,512

Source: Ministry of Education, Statistical Abstract of Education, Science and Culture 1978 ed. and Provisional Report of Basic School Survey, 1978.

(1) According to the survey carried out by the Ministry of Education in 1972, 11 prefectural and 25 municipal boards of education were providing tutorials through visiting teachers to a total of 2,297 handicapped children, among which 966 were the mentally retarded and 794 were the physically handicapped, and nearly half of them were exempted from compulsory schooling.

Table 13

Students Enrolled in Upper Secondary Departments of Special Schools (1970, 1972 and 1978)

Type of School	1970	1972	1978
Schools for the blind	4,770	4,868	4,991
Schools for the deaf	4,752	4,434	3,499
Schools for protective care	2,684	4 064	10,464
Total	12,206	13,366	18,954

Source: Ministry of Education, Statistical Abstract of Education, Science and Culture 1978 ed. and Provisional Report of Basic School Survey, 1978.

77. Table 14 shows that most of the lower secondary school graduates went on to upper secondary departments of special schools or to some form of vocational training courses: the transmission ratio varying from 97.3 per cent for graduates from schools for the deaf to 74.3 per cent for those from yôgo-gakkô in 1978.

Table 14

Transmission Ratios for Post-Compulsory Education and Training (1976 and 1978)

Type of School	Transmission ratio to upper secondary education and training		Transmission ratio to post-secondary education and training	
	1976	1978	1976	1978
Schools for the blind	97.3%	95.7%	63.2%	61.1%
Schools for the deaf	96.7%	97.3%	37.6%	42.4%
Schools for protective care	65.5%	74.3%	13.0%	25.0%
Total	74.2%	80.1%	32.2%	35.2%

Source: Ministry of Education, Report of Basic School Survey 1976, and Provisional Report of Basic School Survey, 1978.

78. The transmission ratio for post-secondary education and training increased from 32.2 per cent in 1976 to 35.2 per cent in 1978, and the trend seems likely to continue in view of the rising expectations and demands for higher professional qualifications. According to the detailed survey on the destinations of upper secondary education graduates, which was carried out for the first time in 1978 by the Ministry of Education, those who advanced to university or junior college were a mere fraction, the majority going on to advanced courses of special schools or vocationally-oriented courses in vocational training centres, miscellaneous schools, and the like.

Streaming Procedures and Their Organisation

79. The establishment of a special advisory committee for the schooling of handicapped children has been actively encouraged by the Ministry of Education particularly following 1973 when the "time-limit" was set for full implementation of compulsory schooling for all. Apart from offering professional advice and guidance, which the Ministry certainly did with vigour, it institutionalised a special subsidy for the operational costs of the committee at both prefectural and municipal levels in 1974, and during the 4 years between 1974-1977, and about Yen 200 million was spent for this purpose. It is important to note that one of the conditions for receiving this subsidy is that the committee be composed of more than 5 medical doctors, 7 educationalists and 3 staff of children's welfare institutions at prefectural level and at municipal level, the committee must have at least 2 doctors, 7 educationalists and 1 welfare staff. Now that almost all the prefectural and municipal boards of education have their own advisory committees, the next step for them to take will be to support their members by the highly professional and competent secretariat attached to them, the staff of which are drawn from both educational and welfare sectors(1).

Teaching Personnel

80. As described in Chapter III, the proportion of teaching personnel in special schools holding special teaching certificates was around 50-60 per cent in 1976. In order to increase the number of qualified teachers, the Ministry established 34 one-year training courses for ordinary teachers in 20 national universities during the 1971-1978 period. The creation of the National Institute for Special Education in October 1971, another measure with the same goal has already been mentioned. As for the in-service training of special education teachers is concerned, NISE and special education centres set up within prefectural teachers centres are playing a central role.

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(1) In October 1978, Hokkaidō Prefecture for example created a guidance centre on the education of the handicapped which would also function as a secretariat to the advisory committee for the schooling of handicapped children (Naigai Kyōiku, No. 2984).

81. To compensate for the difficulties involved in the education of handicapped children, the salary scale for upper secondary teachers applies to special school teachers regardless of the level of special schools concerned. Special school teachers receive 8 per cent of their basic salary as additional allowances (which, until 1973, used to be 4 per cent for qualified teachers).

Special Education Research

82. The National Institute for Special Education has eight research departments (visual handicap, hearing and speech handicap, mental handicap, physical handicap, health impairment, emotional disturbance, multiple handicaps and educational technology) with a branch office which specialises in autistic children and a counselling centre for parents for the schooling of their handicapped children. In addition, several universities have graduate courses for special education research (e.g. Tsukuba University and Tokyô Gakugei University).

83. The Ministry of Education, for its part, funds a number of school-based research projects on specific problems facing teachers in actual school settings in co-operation with local boards of education and teachers in the schools concerned. They include, for example, an experimental research project on the curriculum and teaching methods for the multiply handicapped (mental retardation and physical handicap) with a special emphasis on closer co-operation with welfare institutions (Tottori Prefecture) and a number of projects on teaching of the new subject area, "rehabilitation and training" (cf. paragraph 63).

84. Perhaps, the 1970s can be depicted as the decade of the completion of the policy of equal educational opportunity for all the handicapped, and indeed the fiscal year 1978 was the 100th anniversary year since the first special school, Môa-In, was created. In fact, special education policies in the post-war period, particularly those of the 1970s, have been dominated by the concern for providing equal educational opportunities for all the handicapped, even for those with the most serious kinds - hence the financial supports and the various legislative and administrative measures for creating more schools and recruiting more teachers.

85. This target of quantitative expansion, having apparently been successfully achieved in time, other issues and goals come to the fore. As described in Table 11 prominent among these are: the development of flexible and diversified provision, expansion of pre-school and post-compulsory provision, facilitation of the transition from school to work, refinement of streaming procedures and its organisation, improvement of the training of teaching and welfare and para-medical staff and the better understanding by the public of the handicapped. These require even more diligent efforts on the part of both local and central governments and teaching and supporting personnel.

86. The Ministry of Education, for its part, singled out several policy priority areas from these widely varied tasks for the coming years(1), which include:

(i) Qualitative improvements of yôgo-gakkô;

(ii) Expansion of special classes for the comparatively mildly handicapped;

(iii) Expansion of kindergarten departments in all types of special schools(2);

(iv) Development of more appropriate and more diverse educational provisions for the multiple and/or severely handicapped, including tutorials by visiting teachers.

87. Looking at the national budget of the fiscal year 1979 it may be of importance to note that in addition to substantial increases in the subsidies to improve teaching and material conditions in yôgo-gakkô, considerable efforts are being made towards developing the professional and technical skills of the members of the advisory committees for streaming handicapped children(3) and promoting the understanding of handicapped children through "exchanges" between special and ordinary schools (i.e. the designation of 2 primary and 1 lower secondary school in each prefecture as "model" schools).

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(1) "An Overview of Education Administration for Fiscal Year 1979", (Monbu Jihô, Vol. 1223, p. 24).

(2) Concrete measures in this direction have been already taken: the Ministry of Education recently appointed two advisory commissions, one to carry out research on contents and methods for teaching of the handicapped in kindergartens and the other to lay down basic policy guidelines for pre-school (and post-compulsory) education provision for the handicapped in general. (Monbu Kôhô - The Ministry of Education Bulletin - 24th October, 1979).

(3) In implementing the policy of education for all the handicapped, one of the most serious problems the local boards of education, especially at village and small town levels, faces is how best to stream the handicapped children into appropriate educational institutions in the absence of experienced specialists and adequate testing equipments and facilities. This problem was reiterated by the reports of the government commissioned committees (See Table 11).

APPENDICES

APPENDIX I

Basic Tables

1. Special Schools and Enrolments (1948-1978).

2. Special Schools, Enrolments and Teaching Staff by Level of Education (1978).

3. Special Classes and Enrolments (1948-1978).

4. Special Classes and Enrolments by Type of Class (1972 and 1978).

Basic Table 1. Special Schools and Enrolments (1948-1978).

Year	Total		Schools for the Blind		Schools for the Deaf		Schools for Protective Care	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
1948	133(5)	12,387	70(4)	4,457	63(1)	7,930	-	-
49	143(10)	14,449	70(4)	5,396	72(6)	9,964	1	89
50	151(10)	16,865	72(4)	5,155	76(6)	11,600	3	110
51	151(12)	19,670	72(4)	6,161	76(8)	13,345	3	165
52	152(14)	22,091	72(5)	7,136	77(9)	14,784	3	171
53	164(11)	24,312	75(3)	7,901	84(8)	16,143	5	268
54	166(12)	26,485	75(2)	8,604	86(10)	17,555	5	326
55	169(12)	28,142	75(2)	9,090	89(10)	18,694	5	358
56	173(13)	29,575	74(3)	9,460	90(9)	19,505	9(1)	610
57	180(16)	31,609	73(3)	9,864	91(10)	20,044	16(3)	1,701
58	188(17)	33,193	73(3)	10,126	92(11)	20,397	23(3)	2,670
59	201(15)	34,753	73(3)	10,264	92(10)	20,744	36(2)	3,745
60	209(16)	35,778	73(3)	10,261	93(10)	20,723	43(3)	4,794
61	225(18)	37,130	73(3)	10,235	94(9)	20,489	58(6)	6,406
62	246(23)	38,595	75(3)	10.127	97(8)	20,180	74(12)	8,288
63	264(25)	40,533	76(1)	10.099	97(8)	20,036	91(16)	10,398
64	279(30)	42,757	75(2)	10.011	98(8)	19,890	106(20)	12,856
65	304(33)	44,316	75(2)	9,933	100(7)	19,684	129(24)	14,699
66	322(34)	46,330	75(2)	10,038	101(7)	19,280	146(25)	17,012
67	335(42)	48,409	73(2)	10,101	101(6)	18,650	161(34)	19,658
68	345(46)	49,284	73(2)	9,955	101(6)	18,026	171(38)	21,303
69	358(52)	50,183	73(2)	9,722	101(6)	17,288	184(44)	23,173
70	367(55)	50,796	73(2)	9,510	102(6)	16,586	192(47)	24,700
71	385(59)	52,228	73(2)	9,412	102(6)	15,916	210(51)	26,900
72	406(65)	55,099	74(2)	9,296	103(6)	15,372	229(57)	30,431
73	439(63)	58,507	74(2)	9,244	102(6)	15,119	263(55)	34,144
74	485(69)	61,393	75(2)	8,938	101(6)	14,558	309(61)	37,897
75	504(75)	63,608	72(5)	9,015	98(9)	13,897	334(61)	40,696
76	535(70)	65,666	72(5)	8,802	99(8)	13,342	364(57)	43,522
77	569(68)	67,643	71(5)	8,579	99(8)	12,673	399(55)	46,391
78	620(65)	71,774	71(2)	8,589	100(10)	12,393	449(53)	50,792

Notes: 1. Excluding Okinawa Prefecture before 1972.

2. Figures in brackets indicate branch schools.

Source: Ministry of Education, Tokushu Kyōiku Shiryō and Monbu Tōkei Yōran, 1979 ed.

Basic Table 2. Special Schools, Enrolments and Teaching Staff by Level of Education (1978).

Category of Schools	Schools	Pupils					Full-time Teaching Staff
		Total	Kinder-garten dept.	Primary dept.	Lower Secondary dept.	Upper Secondary dept.	
Schools for the blind	71 (2)	8,589	227	2,018	1,353	4,991	3,310
Schools for the deaf	110 (10)	12,393	2,034	4,081	2,779	3,499	4,871
Schools for protective care	449 (53)	50,792	251	25,022	15,055	10,464	17,016
Total	620 (65)	71,774	2,512	31,121	19,187	18,954	25,197

Notes: 1. Figures in the brackets indicate branch schools.
2. Most of pupils (94.3%) are enrolled in public schools.

Source: Ministry of Education, Monbu Tôkei Yôran, 1979 ed.

Basic Table 3. Special Classes and Enrolments (1948-1978).

Year	Total		Primary Schools		Lower Secondary Schools	
	Classes	Pupils	Classes	Pupils	Classes	Pupils
1948	239		222		17	
49	510	16,222	484	15,321	26	901
50	651	19,106	602	17,451	49	1,655
51	830	23,011	712	20,146	118	2,865
52	828	22,029	705	18,744	123	3,285
53	796	20,688	650	17,595	146	3,093
54	982	20,926	808	18,103	174	2,823
55	1,172	24,480	930	20,497	242	3,983
56	1,318	24,324	1,004	19,765	314	4,559
57	1,431	22,978	1,036	17,276	395	5,702
58	1,791	25,291	1,253	18,621	538	6,670
59	2,242	28,655	1,529	20,256	713	8,399
60	2,937	34,836	2,029	24,406	908	10,430
61	3,667	41,436	2,555	28,546	1,112	12,890
62	4,577	50,224	3,203	34,339	1,374	15,885
63	5,713	59,282	3,920	39,687	1,793	19,595
64	7,029	70,514	4,664	45,821	2,365	24,693
65	8,527	81,669	5,484	51,445	3,043	30,224
66	10,267	95,444	6,429	58,206	3,838	37,238
67	11,860	106,438	7,298	63,553	4,562	42,885
68	13,280	116,995	8,065	68,750	5,215	48,245
69	14,527	122,916	8,720	71,305	5,807	51,611
70	15,540	125,652	9,290	72,676	6,250	52,976
71	16,413	127,588	9,826	74,039	6,587	53,549
72	17,681	132,658	10,825	79,315	6,856	53,343
73	18,708	133,736	11,706	81,649	7,002	52,087
74	19,680	132,715	12,548	82,882	7,132	49,833
75	20,573	132,369	13,313	84,204	7,260	48,165
76	21,000	130,936	13,777	84,491	7,223	46,445
77	21,325	128,951	14,129	83,729	7,196	45,222
78	21,507	125,075	14,352	82,125	7,155	42,950

Source: Ministry of Education, op. cit.

Basic Table 4. Special Classes and Enrolments by Type of Class (1972 and 1978)

Type of Class		Primary Schools		Lower Secondary Schools		Total	
		Classes	Pupils	Classes	Pupils	Classes	Pupils
Mentally retarded	1972	9,261	67,178	6,539	51,104	15,800	118,282
	1978	11,006	62,679	6,430	39,724	17,436	102,423
Physically Handicapped	1972	225	1,677	67	497	292	2,174
	1978	400	2,016	177	768	577	2,784
Health impaired	1972	358	3,502	102	679	460	4,181
	1978	600	4,730	116	501	416	5,231
Partially sighted	1972	33	185	8	29	41	214
	1978	61	262	16	64	77	326
Hearing disorder	1972	136	882	20	132	156	1,014
	1978	327	1,513	80	427	407	1,940
Speech disorder	1972	443	3,248	27	138	470	3,386
	1978	1,003	6,224	81	347	1,084	6,571
Emotional disturbance	1972	155	942	6	78	161	1,020
	1978	884	4,310	214	1,003	1,098	5,313
Others	1972	...	...	...	...	...	...
	1978	71	371	41	116	112	487
Total	1972	10,611	77,614	6,769	52,657	17,380	130,271
	1978	14,352	82,125	7,155	42,950	21,507	125,075

Source: Ministry of Education, Tokushu Kyôiku Shiryô.

APPENDIX II

Legislation related to Education, Welfare and Employment of Handicapped Children and Young People

Education and General

1. The Fundamental Law of Education (1947)
   Article 3 Equal educational opportunities.

2. The Basic Law for the Mentally and Physically Handicapped (1970)
   The law laying down basic principles for the provision of educational, welfare and employment services for the handicapped.

3. The School Education Law (1947)
   The basic law defining the form and purpose of special education, staffing, and the setting-up of school.

4. The Law for the Promotion of Schooling for the Handicapped (1954)
   The law concerning the financial support measures for the handicapped.

Welfare

1. The Law for the Welfare of the Mentally Retarded (1960)
   The law defining welfare staff and facilities for the mentally retarded.

2. The Law for the Welfare of the Physically Handicapped (1949)

Employment

1. The Employment Security Law (1947)
   Article 22 Vocational training for the physically handicapped.
   Article 25-3 co-operation between schools and employment security offices.

2. The Law for the Promotion of Employment of the Physically Handicapped (1960)
   The law defines the basic responsibilities of employers vis-à-vis the physically handicapped and lays down various administrative and financial measures aimed at promoting the employment of the physically handicapped (See chapter V).

APPENDIX III

Organisation and Structure of Education in Japan

(a) The Education System in Japan

Before the end of World War II, a "multi-track" system was in force in Japan. After the war, a "single-track" 6-3-3 system was established. Figure 1 shows the present organisation of public education in Japan.

Pre-school education

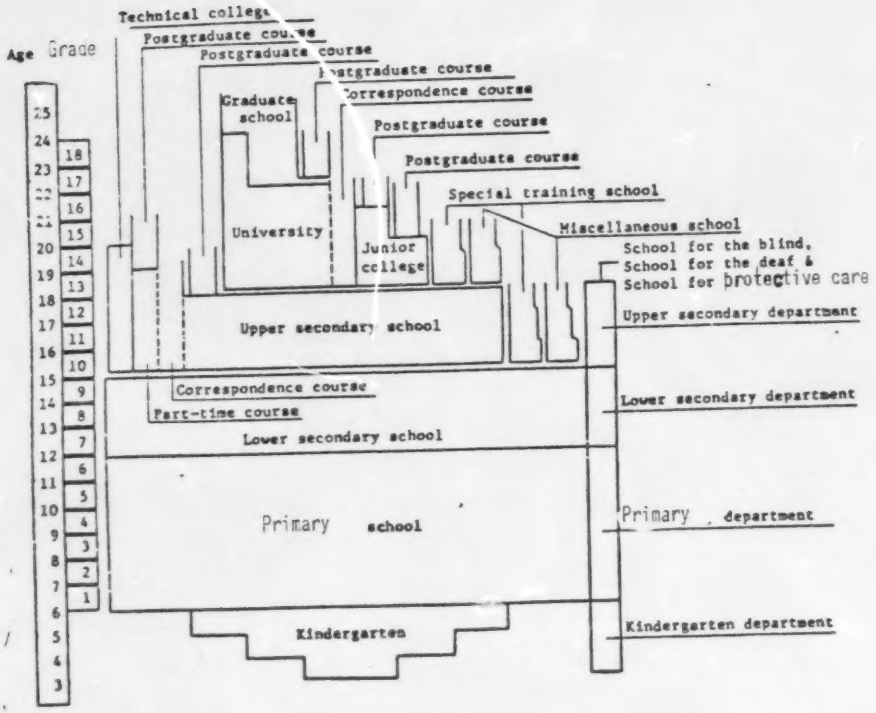
Kindergartens (Yōchien)

Kindergartens admit children aged 3, 4 or 5, and provide them with one- to three-year courses. In 1978, the enrolment ratio was 41.5 per cent.

Primary Education

All the children who have attained the age of 6 are required to attend a primary school (shōgakkō) for six years. The primary school aims to give children between the ages of 6 and 12 elementary general education.

Organisation of the Educational System in Japan



Secondary Education

Lower Secondary Schools (Chûgakkô)

All the children who have completed the primary school course are required to go on to a three-year lower secondary school.

Upper Secondary Schools (Kôtô-gakkô)

In 1978, as many as 93.5 per cent of lower secondary school graduates went on to upper secondary schools, which have now become a practically universal educational institution.

In terms of the contents of the schooling provided, the upper secondary school courses are of two types - the general and the specialised. General courses provide general education adapted to the needs of both those who wish to advance to higher education and those who intend to go into employment but have not yet chosen any specific vocation. Specialised courses are intended to provide vocational or other specialised education. Nearly two-thirds of students are enrolled in general courses.

Higher Education

There are three types of institutions of higher education: universities (Daigaku), junior colleges (Tanki-Daigaku), technical colleges (Kôtô-Senmon-Gakkô), and special training schools of higher education level (Senmon-Gakkô).

Further Education

In addition to the above-mentioned institutions of primary, secondary and higher education, there are a number of institutions for post-compulsory education known as "special training schools" (Sensyû-Gakkô) and "miscellaneous schools" (Kakushu-Gakkô). The greater majority of these are privately controlled and offer vocational and practical courses of various lengths and levels.

(b) Administration and Finance

Educational administration at the national level

The central education authority in Japan is the Ministry of Education, Science and Culture (Monbu-shô), which is responsible for the integrated administration of governmental services at the national level relating to education at all levels including social education, science and culture. The Ministry establishes and administers a number of national educational institutions including universities, junior colleges, technical colleges, youth houses and museums.

Monbu-shô provides advice and financial assistance, to local boards of education while supervising them on certain matters of importance. As occasion demands, it also conducts investigation and requires necessary improvements or corrections to the practice of local education authorities.

Educational administration at the local level

There are 47 prefectures in Japan. Each prefecture is divided into a number of municipalities (of which there were 3,256 in April 1978).

Every prefecture and municipality has a board of education.

The major responsibilities of the prefectural board of education include:

(i) To establish and administer educational institutions (mainly, upper secondary schools and special schools);

(ii) To supervise, advise and give financial assistance to the municipal boards of education within the prefecture;

(iii) To require municipal boards of education to submit reports, and, when and if necessary, can empower them to change their practice;

(iv) To appoint teachers of primary and lower secondary schools, part-time courses of upper secondary schools and special schools established and maintained by municipalities;

(v) To issue certificates for teachers; and

(vi) To co-ordinate school lunch programmes.

In addition to the above, the administration of prefectural universities and junior colleges, and the supervision of private schools, where appropriate, are under the jurisdiction of the governor of the prefecture.

At municipal level, the major functions of boards of education are as follows:

(i) To administer municipal educational establishments (mainly primary and lower secondary schools);

(ii) To organise curricula for the municipal primary and secondary schools; and

(iii) To adopt textbooks to be used in the municipal primary and secondary schools.

Finance

The responsibility for financial support of public education is shared by the national, prefectural and municipal governments. They provide educational services from funds raised from their own taxes and other sources of income. None of the national, prefectural or municipal taxes are earmarked for specific governmental services and how much of the tax revenues is allocated to educational services is at the discretion of the respective governments. In other words, there is no education tax in Japan.

Educational expenditure of the national government take the form either of expenditures for national educational establishments and services, or of earmarked subsidies to prefectures, municipalities, private educational establishments, and other bodies.

In addition to the subsidies directed specifically for education there exists a system of grants from the "Local Allocation Tax" to prefectures and municipalities. The government designates a certain proportion (32 per cent in 1978) of the income tax, corporation tax and liquor tax as the "Local Allocation Tax", which is allocated as grants among prefectural and municipal governments, with the aim of reducing the inequality of the financial and tax base among prefectures and municipalities. Although these grants are not earmarked for any specific governmental services, part of them is spent on education.

In the fiscal year 1976-1977, total public expenditure for education amounted to Yen 9,044,910 million, which accounted for 6.6 per cent of national income and 21.7 per cent of the net total of national and local government expenditure. The proportion at the national level was 12.3 per cent while the average proportion of local government expenditures devoted to education was 27.3 per cent.

(Revised from the Ministry of Education, Development of Education in Japan 1976-1978.)

APPENDIX IV

Glossary of Japanese Terms

Bunkô	- Branch schools.
Gakkô	- Schools.
Gakkyû	- Classes.
Mô-gakkô	- Schools for the blind.
Ryô	- A subject of moxa cautery, acupuncture, massage, finger pressure therapy, etc.
Rô-gakkô	- Schools for the deaf.
Terakoya	- Traditional elementary schools in the Edo period.
Tokushu-gakkô	- Special schools.
Tokushu-gakkyû	- Special classes.
Yôgo-gakkô	- Schools for protective care (schools for the mentally handicapped, the physically handicapped, the health impaired, etc.).

APPENDIX V

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